ASSESSMENT AND COMPARISON OF LEARNING OUTCOME THROUGH MODERN TEACHING METHODS OF STUDENT TEACHER OF GOA

A SYNOPSIS SUBMITTED TO THE MARATHWADA UNIVERSITY, NANDED FOR THE PARTIAL FULFILMENT OF THE AWARD OF THE DEGREE OF DOCTOR OF PHILOSOPHY IN EDUCATION UNDER THE FACULTY OF INTERDISCIPLINARY STUDY

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Introduction:-

Assessment and comparison of learning outcomes through modern methods of Student teacher has become the demand of current situation. Modern teaching method helps to enhance interest in teaching-learning process. First, to understand the concept of Modern teaching we should get to know about Education concept.

Education is a continuous, complex and dynamic process. It is an important index of human development. Education is the full exploitation of inherent capacities of the individual for new experiences and developing his personality in such a way that enables him to apply the acquired knowledge and experiences in his real life for betterment of the self, society and the nation.

Human beings are the unique product of their creation and evolution. Education is one tool that man has achieved that none other creatures could.

Education:

Adam Smith: Education is a process by which the experience of the society, i.e. knowledge, skills and attitudes are transmitted to the members of the society. It broadens the mental horizon of the people and enables them to evaluate social and cultural traditions and to reset new goals and aspirations. [16]

Drever: Education is a process in which and by which knowledge, character and behavior of the young are shaped and molded.[16]

Pestalozzi: Education is a natural, harmonious and progressive development of man's innate powers.[16]

M. K. Gandhi: By education I mean the all-round drawing out of the best in child and man body, mind and spirit.[16]

Dewey: Education is reconstruction of experience giving it a more socialized value, through increased individual experience by giving the individual better control over his powers.[16]

Education is a complex social, cultural and ethical process designed in a social or cultural context. It is related with social structures, cultural environments, values and ideals of people, society and the government. All these factors are dynamic. By all these the definition of teaching has been changing depending on time, place and society.

Education today has received attention globally as means of social change and transformation.

According to Robert Rusk, “we may accept the aim of education as the enhancement or enrichment of personality, the differentiating features of which is the embodiment of universal values.” [20]

Without learning, no good teaching is possible, and without good teaching, good learning cannot be ensured. Thus, a good teaching may be designed to affect maximum learning. In the context of global policy, global society and global economy, each and every country is seriously thinking of heightening the degree of quality in the system of education. Quality in education is rapidly evolving over time. Quality education is informed by the past (e.g. indigenous and traditional knowledge), it is relevant to the present context and prepares the individuals for the future to lead a balanced life.

Teaching:

Promoting the learning and achievement of pupils is a main aim of school education.

Teaching is the main way of achieving these. Teaching and learning are what ultimately make a difference in the mind of the learner, and thus affect knowledge, skills, attitudes, potentials and the capacity of young people to contribute to contemporary societies.

According to Princent, “Teaching is necessary to promote, guide and facilitate the learning process.” [21]

Gage defines, “Teaching is an act of interpersonal influence aimed at changing the ways in which other person can or will behave” [31]

According to Robert Gagne, “Teaching means arranging the conditions of learning that are external to learner the conditions need to be constructed in the stage by stage. Each stage is the just acquire capabilities of the learner, the requirements for retention for these capabilities”[32]

Thus, Shib K. Mitra, explains that Teaching is a series of acts carried out by teacher and guide by the formulation of teaching task in formalized instruction at situation.[15]

According to Burton, "Teaching is the stimulation, guidance, direction and encouragement of learning." [32]

Learning:

Learning occupies a very important place in our life. Most of what we do or do not do is influenced by what we learn and how we learn it. Thus, Learning provides a key to the structure of our personality and behavior.[24]

Crow and Crow 1973, Learning is the acquisition of habits, knowledge, and attitudes. It involves new ways of doing things, and it operates in an individual's attempts to overcome obstacles or to adjust to new situations. It represents progressive changes in behavior; it enables him to satisfy interests to attain goals. [24]

Wakefield (1996), Learning can be described as a relatively permanent change in the behavior of an individual based on his/her experiences or discoveries. Thus the processes of experience and discovery lead to a new understanding of the world and ourselves, and enable us to apply the acquired knowledge in new situations. Knowledge acquisition, then, involves processes that transform data from experience into organized information.[31]

The term learning broadly speaking, stands for all those changes and modifications in the behavior of the individual which he undergoes during his lifetime.[24]

Human learning may occur as part of education, personal development, school or training. It may be goal-oriented and may be aided by motivation. Learning may occur consciously or without conscious awareness. Thus, Learning is the life long process of transforming information and experience into knowledge, skills, behaviors and attitudes.

Teaching learning process:

According to modern technological views, teaching is to cause the child to learn and acquire the desired knowledge, skills and also desirable ways of living in the

society. The main aim of teaching is to help the child to respond to his environment in an effective way. As Burton, stated in his definition “Teaching is the stimulation, guidance, direction and encouragement of learning.” The following key words need explanation: stimulation which means to cause motivation in learner to learn new things. It is to create an urge to learn. Guidance means to guide the learner to develop his capabilities, skills, attitude and knowledge to the maximum for adequate adjustment in the external environment. Direction also means that the activities of the learner in teaching are directed and controlled, keeping into consideration the economy of time and efficiency of learning. And Encouragement of learning is to encourage the learner to acquire maximum learning.

Teaching may consist of a description of those acts teachers demonstrate that reflect their commitments to a particular philosophy to education. It has been explained from different views by psychologists and educators.

1. Teaching is communication between two or more persons who influence each other by their ideas and learn something in the process of interaction.
2. Teaching is to fill in the mind of the learner by information and knowledge of facts for future use.
3. Teaching is a process in which learner, teacher, curriculum and other variables are organized in a systematic way to attain some pre-determined goal.
4. Teaching is to cause motivation to learn.

N.L.Gage (1969) considers that the process of teaching and learning must be adapted to each other so as to make whatever combination of procedures pay off best. We should conceive teaching-learning as a process for effective learning. Thus learning is essential for teaching and the learning structures should be considered for effective teaching. Now, the greater emphasis has been laid on the concept of teaching-learning.

Modern teaching method:-

The teaching method which focuses more on teaching the students for improving their intellect behaviour by using various new and innovative ideas rather than making them recite the syllabus to clear the examination with the same old style is Modern Teaching Methods in

simple words. Modern teaching methods can provide guidelines for creating engaging, effective, and satisfying to support establishment of best practices in Learning outcomes.

Above discussion shows us that how teaching-learning process has gone with the time changes. Now, in 21 st century teaching-learning process needs to be change with the Modern Method of Teaching.

Need of the research:-

Modern teaching methods are are not available it should be come through research.

1. Learning outcome is one of the burning issue in today's education scenario which should be tackled with at most priority .
2. It is necessary to correlate modern teaching method with learning outcome of student.
3. This research will help to common understanding about goals of academic programme.
4. Teachers find difficulty paint designing their teaching material effectively.
5. This research will help to select teaching strategy with expected learning outcome.
6. Learning outcome based on modern teaching strategy will help to solve timing of the teacher.

such kind of research has not been done that's why there is the need of doing such research

Importance of research:-

1. Learning outcome based teaching strategy will clearly help to show what the student is going to achieve at the end of the course /Program/ topic.
2. this research will help teachers to save time do there were
3. this research will help to select appropriate teaching strategy.
4. this researches learning outcome based modern teaching structure will help to to save time which leads to the maintaining energy of a teacher.

Above points explain that how this research will help to achieve expected learning outcome

Statement of the problem:-

Assessment and comparison of learning outcome through modern teaching methods of student teacher of Goa

Operational definition:-
Assessment:-

Comparison:-
comparison of of 2 years B.Ed course and four year integrated course. comparative evaluation of learning outcome of 2 years and 4 year integrated student teacher Program.

Modern teaching methods:
The teaching method which focuses more on teaching the students for improving their intellect behaviour by using various new and innovative idea rather than making them recite the syllabus to clear the examination with the same old styleModern teaching methods in simple words".
Collaborative learning, space learning, flip classroom, self learning, gamification BA ke teaching, crossover learning etc.., are the examples of modern teaching methods .

Trainee teacher course :-
NCTE recognised 2 year and 4 year courses run by the Goa state.

Objectives of research:-

1. to assess the learning outcomes in current scenario of student teacher courses.
2. to find out the use of of modern teaching methods in content with learning outcome
3. to develop modern teaching methods based lesson plans to achieve expected learning Outcome
4. to compare the academic performance of students teachers from 2 year B.ED. and 4 year B.A.B.ED. integrated course
5. to recognise the views of student teacher about use of modern teaching methods

Assumptions:-

1. Student will be actively participating in by using modern teaching methods.
2. With the help of modern teaching method interest of student teacher will be enhance
3. The variety of assessment tool will be used for assessing the student teacher performance
4. By using modern teaching methods the learning outcome of the student teacher will be observed firmly

Hypothesis:-

Null hypothesis :-

1. There is no significance difference in learning outcome among students of various methods.
2. There is no significance difference between learning outcome among girls and boys of 2 year B.Ed course
3. There is no significance difference between learning outcome among girls and boys in the 4 year integrated B.Ed course.
4. There is no significance difference between learning outcomes among various modern teaching methods

Research Hypothesis:-
1.Modern teaching method enhance among student teacher.
2. Learning outcome of 2 year B.ED. student and 4 year B.ED. student teacher are same.
3. Learning oucome base assessment significantly contributed to learning outcome of student teacher

Scope of the research:-
Content :- broder aspect learning outcome will be based on Modern teaching methods
Unit:- Pedagogy and perspective
Area:- Goa
Time :- 2021 to 2024

Limitations of research:-
This research is limited to Goa.

Delimitation:
1. This research will be limited to Goa state
2. This research will be limited to BA B Ed integrated course teacher student
3. This research will be limited to 2 B.ED. course teacher student
4. This research will be limited to modern teaching method

Research method:-

Mixed research method Will be applied to this research.
experimental survey and factorial design will be applied to this Research.

Population:-
All BABED/BSCBED and B.ED. college of Goa will be the population of this research.

Sampling:
200 B.ED. students and 200 B.A.B.ED. /B.SC.B.ED.Students will be selected with purposive sampling.

Purposive sampling will be adopted to B.A.B.ED./B.SC.B.ED. and to integrated B.ED. College.

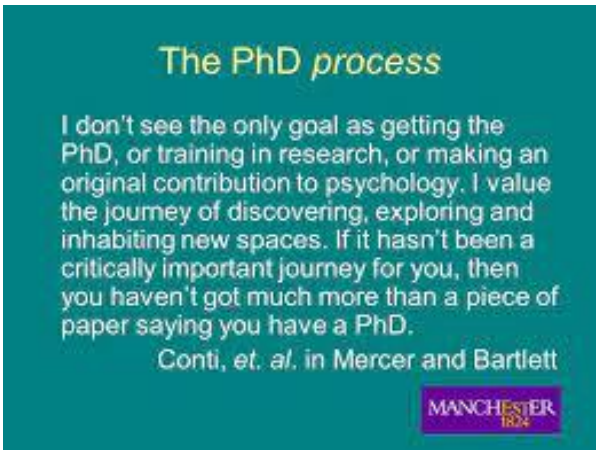
Tools of research:-
A researcher has to collect data as per the need of that research. There are different tools available for doing research. A researcher has to choose/select/prepare appropriate tools to achieve objectives of a research.
Researcher will select different tools for his research. List of those tools is as follows:-

1) Questionnaire
2) Inventory
3) Rating scale
4) Interview

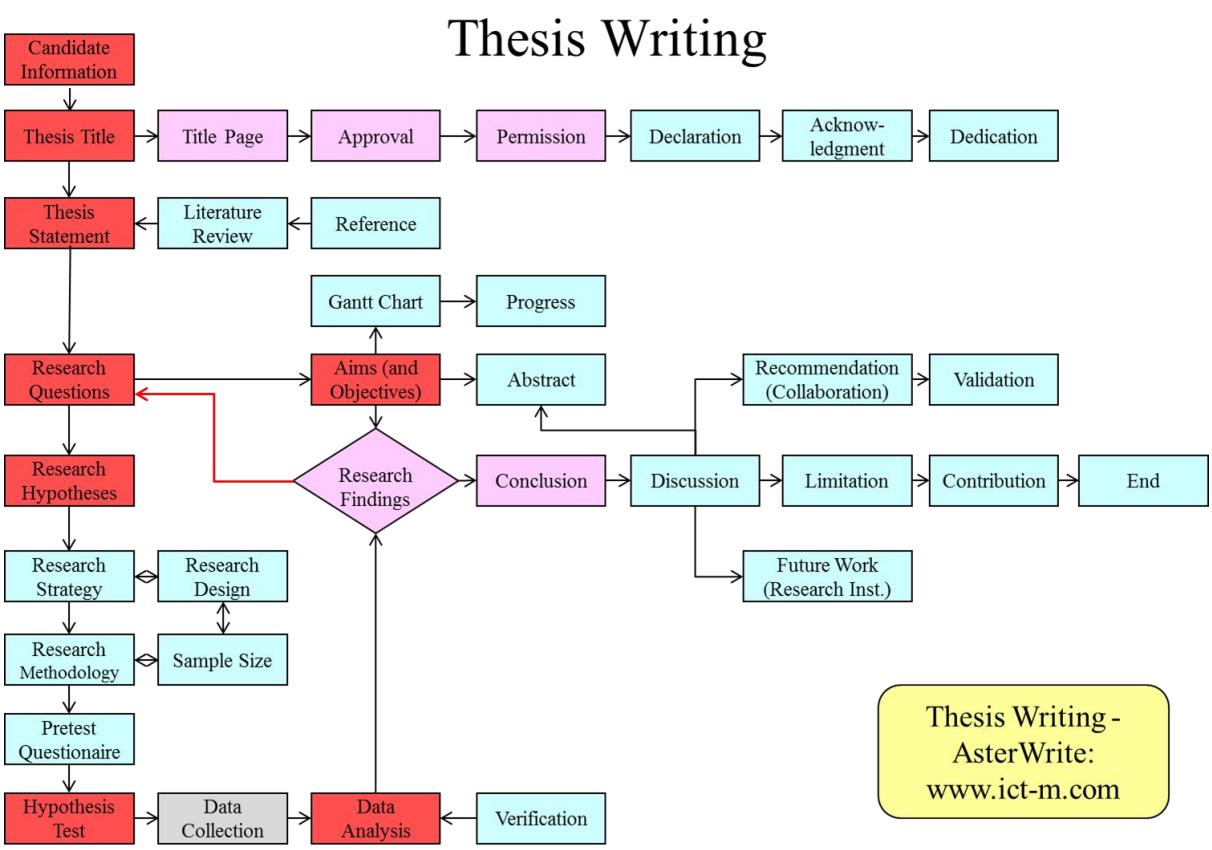
5) Observation technique
6) Checklist
7) Interest test
8) Attitude test
9) Aptitude test

Statistical parameter:
Collection of data plays an important role in any reaserch. A researcher has to interpret data as per the objectives and hypothesis. Collective data will be computed with the help of t -test, mean, ANOVA, Regression.

Procedure :-


The PhD process
I don't see the only goal as getting the PhD, or training in research, or making an original contribution to psychology. I value the journey of discovering, exploring and inhabiting new spaces. If it hasn't been a critically important journey for you, then you haven't got much more than a piece of paper saying you have a PhD.
Conti, et. al. in Mercer and Bartlett
MANCHESTER

Process of PHD can make work is only. It is the key of success of doing PHD. Following procedure has been followed by researcher for successful completion of PHD work.
A flow chart has been presented by Researcher to present the process of PHD.



Time schedule :-

Sr.No.	Time table	Time alloted to work
01	Research synopsis	March 2022
02	Review of related literature	May 2022
03	Preparing tools of Research	September 2022
04	Working on prepared tool	January 2023
05	Interpretation of data	May 2023
06	Rechecking of work	July 2023
07	Typing work	October 2023
08	Presenting Thesis	January 2024

Budget:-

Sr. No.	Detail of work	Expenses

01	Data collection and tool preparation	15000
02	Travelling expenses	40000
03	Data collection	35000
04	Interpretation of data	10000
05	Writing thesis, typing, binding	50000
	Expected expenditure	150000

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